



What is Fraud?

Designed for pupils with SEND

Context

This lesson on the topic of fraud, designed by Cifas, the UK's leading fraud prevention service, is intended for students with special educational needs and disabilities (SEND) aged 12-16. The lesson focuses on how to recognise different online scams and ways to report or seek support for these, and would work well embedded within wider learning about online safety.

The lesson plans should be used flexibly and adapted to meet the needs and abilities of the students in your class. They are aimed at those working at the Core, Development, Enrichment and Enhancement progression stages in the Planning Framework for pupils with [SEND](#) (see accompanying Teacher Guidance). The lesson plan provides four main activities for you to choose from, aligning to these four progression stages.

All students complete the introduction, baseline assessment, signposting support and endpoint assessment but you should select the relevant main activity, depending on the learning needs and progression stage of each student. The timings given are for guidance only and can be adapted to meet the needs of your class.



Resources Required

Box or envelope for questions

Resource 1: Fraud Concept Map (1 per student)

Resource 2: Is it Fraud? Card Sort (Core option: 1 per pair, cut up)

Resource 3: Online Conversation (Development option: 1 per pair)

Resource 4: Scams and Strategies (Enrichment option: 1 per pair)

Resource 5: Scam Stories (Enhancement option: 1 per small group)

Key Words

Fraud

Scam

Personal Information

Data

Illegal

Learning Objective

We are learning about fraud and how to keep our information safe online.

Learning Outcomes

By the end of the lesson, students will be able to:

CORE:

recognise some examples of online scams

DEVELOPMENT:

identify when a request for personal information could be a scam

ENRICHMENT:

explain how someone can spot online scams, and suggest ways to keep information safe online

ENHANCEMENT:

explain common fraud types on and offline and why people might try to scam someone else

ALL:

describe what to do if encountering a scam online, how to report and who to tell

Climate for Learning

Refer to the Teacher guidance before teaching this lesson. This includes information about establishing a safe learning environment, such as setting out ground rules and language sensitivities. It also supports teacher subject knowledge about types of fraud and consequences of fraudulent behaviour and describes in more detail how to adapt this lesson to respond to different students' needs.

Lesson Summary

Activity	Description	Timing Total: 60 mins
Baseline Assessment	Individually, students complete a concept map on fraud. Invite them to complete as many of the six prompts as they feel able to.	10 mins
Introduction	Introduce learning objective and ground rules for the lesson. Define the terms fraud and scams, supporting with an example. Take feedback from the baseline activity and create a class word map.	15 mins
Main Activity: Core option	In pairs, students organise cards into examples of 'fraud', 'not fraud' and 'not sure'.	15 mins
Main Activity: Development option	Students review a social media conversation for signs that one of the characters is being scammed or at risk of fraud.	15 mins
Main Activity: Enrichment option	Students match strategies for keeping safe to scenarios of common examples of fraud, identifying which would be the most helpful in each case.	15 mins
Main Activity: Enhancement option	Students compare two examples of online fraud, identifying similarities and differences between the cases and giving recommendations to the characters to keep safe.	15 mins
Signposting Support	Explain fraud can have serious consequences for all involved, highlight the agencies available to support those affected, and as a class, rehearse a five-step plan for seeking help.	10 mins
Endpoint Assessment	Students revisit the concept map and add new ideas based on their learning.	10 mins

Baseline Assessment



Slides 1 and 2

Introduction



Slides 3-6

Baseline Assessment Activity

Show [slide 1](#) and explain to students that they are going to be learning about fraud today.

On [slide 2](#), hand each student [Resource 1: Fraud concept map](#) and encourage them to respond to as many of the six prompts as they can, to help them think about what they already know about fraud. This starts with breaking down the word phonetically and builds up to using the word in a sentence.

Students can work with a Teaching Assistant or scribe if needed. As students are working, circulate the room to get an understanding of what they already know or understand about fraud, and to help you decide which main activity will be most helpful for different members of the class.

Introduction

On [slide 3](#), introduce the learning objective and key terms, then revisit the class's agreed ground rules using [slide 4](#).

Next, use [slide 5](#) to give a student-friendly definition of the word fraud (the crime of tricking someone out of money or personal information) and scams (an illegal plan to get someone to hand over their money or information).

On [slide 5](#), show an example of a scam, and highlight how someone might notice this is a trick, using the animations.

Show the concept map on [slide 6](#) and invite ideas or feedback from students if appropriate. Click to show the boxes begin to be filled in.

Core Activity



Slide 7

Core Activity



Slide 8

Core Option

Show [slide 7](#) and give pupils completing the core option [Resource 2: Is it fraud? card sort](#).

In pairs, ask them to read each card and organise them into three piles, to identify whether they think the action described is fraud, not fraud, or they don't know.

Take feedback or work with another adult to support students to review their answers, identifying:

- *Examples of fraud: 1, 3, 4, 7, 8*
- *Examples that are not fraud: 2, 5, 6, 9*

Ensure any cards which students have said they 'don't know' about are discussed and any misconceptions addressed.

If appropriate, students could then be encouraged to discuss or write down three ways to tell if something might be fraud.

Development Option

Show [slide 8](#) and give students [Resource 3: Online conversation](#). Ask them to identify signs this conversation might be part of a scam by pointing to, highlighting or underlining words in the messages.

Then, ask them to go through the messages again and identify personal information that should be kept private and not shared with other people online, especially people we don't know offline.

Take feedback, or review their ideas with an additional member of staff. Students should identify:

Signs of a scam:

- *Blake is an unknown person, and gives no information about themselves*
- *They suggest they have friends in common but these aren't recognised*
- *They are asking personal questions i.e. date of birth, school, home address*
- *Trying to build a friendship immediately and giving compliments*
- *Moving the conversation onto another platform*
- *Applying pressure*

Private information:

- *What school they go to (Bishopdown School)*
- *Their age and date of birth (Year 9, 19th December)*
- *Their address (23 Church Street)*

Core Activity



Slide 9

Core Activity



Slide 10

Enrichment Option

Show [slide 9](#) and give students [Resource 4: Scams and strategies](#). Ask them to read the example scams, and then the strategies someone could use to protect themselves from scams.

Working in pairs, students should then match up which strategies they think would be most helpful for protecting people in each example scam. They could do this by cutting and sticking the examples and strategies together, drawing lines to match them or colour coding with pencils.

Take feedback or ask a supporting adult to review their responses. Whilst there are no definitive right answers in this activity, students might have matched up:

- *"I got a message..." with 'check links before clicking on them'; 'slow down, think and check with an adult'; 'have anti-virus software installed on devices'.*
- *"Someone in a gaming forum..." with 'only use secure websites and platforms'; 'remember if something sounds too good to be true, it probably is'.*
- *"My social media account..." with 'use a secure password with three random words'.*
- *"I bought some trainers..." with 'remember if something sounds too good to be true, it probably is'; 'only buy things online from trusted companies'; 'slow down, think and check with an adult'.*

If appropriate, ask students to write down any other strategies or ideas they have about how people can keep personal information safe online.

Enhancement Option

Show [slide 10](#) and give students [Resource 5: Scam storyboards](#). In small groups, ask them to read through the storyboards and answer the following questions, either in writing or discussion (as appropriate):

- What is similar about the stories?
- What is different about the two stories?
- How could we help people to spot scams in different contexts?

Take some feedback, highlighting key learning:

- *Similarities: both thought the offer seemed too good to be true, both experienced time pressure to respond quickly, both offers came from unknown sources (people or companies), both came when they were unsuspecting e.g. scrolling social media, gaming, both were asked to provide personal details, and were left feeling disappointed.*
- *Differences; the contexts e.g. social media and gaming, the offer itself was different (cheat codes / a competition), one had to pay money.*
- *Looking out for clues such as unusual links, offers which seem too good to be true, requests for personal details, contact from unknown sources, time pressure to respond or act quickly can all be signs of a scam.*

Signposting Support



Slide 11-13

Plenary/ Assessment for and of learning



Slide 14

Signposting Support

Bring the class back together and use [slide 11](#) to reinforce that fraud or scams can have serious consequences for everyone involved.

On [slide 12](#), highlight some of the organisations whose role it is to help protect people from fraud and prevent scams. Briefly explain how to contact them.

As a class, rehearse the steps for seeking help:

- Noticing something doesn't feel right
- Stop, think, don't respond immediately
- Ask an adult for guidance, advice, or a second opinion
- Report or block the contact
- Seek help from a trusted organisation

Show [slide 13](#) and remind students there are always people they can talk to, at home, at school or online, if they are worried about anything that has happened online. For example, they could:

- Speak to a teacher such as their form tutor or head of year
- Contact Childline on 0800 1111 or www.childline.org.uk

Endpoint Assessment

Finally, show [slide 14](#) and ask students to look again at their concept map from the start of the lesson. Using a different colour pen, ask them if there is anything they can add to their answers now, based on what they have learnt. They might:

- Fill in more boxes they previously left blank
- Add ideas to boxes where they already had an answer
- Change their first answer to something different
- Add something else they have learnt about fraud that isn't in one of the boxes (for example, where to get help)

Collect these sheets as a record of the progress students have made in the lesson.